



# **Functional Independence**

## **English Language Arts**

**Official Released Items**

# **Grade 8**

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**Fall 2005**  
**Official Released Items**

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*The Functional Independence English Language Arts Assessments* for grades 3 through 8 were administered for the first time in fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will release a portion of the items that were administered in each grade each year. This booklet contains released items from the fall 2005 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items from the fall 2005 assessment booklets. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

**Functional Independence - English Language Arts**

| <b>Assessment Component</b>                | <b>Number of Core Items</b> | <b>Number of Released Items</b> |
|--|-----------------------------|---------------------------------|
| Part 1 Accessing Print: Word Recognition   | 20                          | 4                               |
| Part 2 Accessing Print: Text Comprehension | 3 passages/ 7 items each    | 1 passage/ 7 items              |
| Part 3 Expressing Ideas                    | 1 prompt                    | 1 prompt                        |

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## **PART 1**

### **ACCESSING PRINT: WORD RECOGNITION**

**DIRECTIONS:** Look at the picture. Then, choose the word that **BEST** tells about the picture.

**R1** Students are riding on the bus. It is important that they \_\_\_\_\_ the bus safety rules.

- A** write
- B** drive
- C** follow

**R2** Using coupons can help save money. A coupon makes the \_\_\_\_\_ lower.

- A** taste
- B** color
- C** price

**R3** Ben is \_\_\_\_\_ how to play hockey. He takes lessons at the ice rink in his town.

- A** starting
- B** learning
- C** skating

**R4** Mel is paying for a new music CD at the register. He \_\_\_\_\_ his money and then gives it to the cashier.

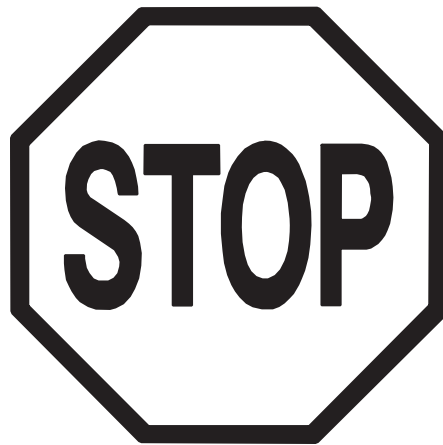
**A** counts

**B** listens

**C** tells



**Do Not Continue.**



**Do not continue until instructed to do so.**

## **PART 2**

### **ACCESSING PRINT: TEXT COMPREHENSION**

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

**Released Passage****A Healthy Plan**

Mark decided to try out for his school's football team. He knew he needed to get into better shape first. Mark wanted to learn how to eat right and exercise. He asked the football coach to help him make a fitness plan.

The coach told Mark how to exercise. He showed him how to stretch his body before starting any exercise. He explained that stretching helps bodies get ready to work. People can hurt themselves if they exercise without stretching first. The coach also told Mark to get exercise in different ways. This would help him stay interested in exercising and not quit. Mark made a list of some ways he could exercise. Mark put riding bicycles, running, and swimming on the list.

The coach also talked to Mark about eating the right foods. He told Mark that he should drink plenty of water every day. Bodies cannot work without enough water. When people are active they need even more water than usual. Mark asked the coach what foods he should eat. The coach told him that different foods help bodies in different ways. The best plan was to eat many different kinds of food. He also advised him to check with his parents and his doctor. These people could help Mark plan what to eat each day.

Mark had learned a lot. He couldn't wait to begin his new exercise plan.

**Mark's Exercise Plan**

| <b>Week</b> | <b>Monday</b>         | <b>Tuesday</b>        | <b>Wednesday</b> | <b>Thursday</b>    | <b>Friday</b>  | <b>Saturday</b> | <b>Sunday</b> |
|-------------|-----------------------|-----------------------|------------------|--------------------|----------------|-----------------|---------------|
| <b>1</b>    | Walk/run<br>1 mile    | Bike<br>30 minutes    | Rest             | Swim<br>20 minutes | Walk<br>1 mile | Rest            | Rest          |
| <b>2</b>    | Bike<br>30 minutes    | Walk/run<br>1.5 miles | Rest             | Swim<br>25 minutes | Walk<br>1 mile | Rest            | Rest          |
| <b>3</b>    | Walk/run<br>1.5 miles | Swim<br>30 minutes    | Rest             | Bike<br>45 minutes | Walk<br>1 mile | Rest            | Rest          |
| <b>4</b>    | Swim<br>30 minutes    | Run<br>1.5 miles      | Rest             | Bike<br>45 minutes | Run<br>1 mile  | Rest            | Rest          |



**R5** What is one lesson of this passage?

- A** Exercise and healthy eating are important.
- B** Playing football is really fun.
- C** Stretching is bad for your body.

**R6** This passage is **mostly** about

- A** how to play football.
- B** where to exercise.
- C** how to be healthy.

**R7** Who helped Mark make an exercise plan?

- A** the librarian
- B** the coach
- C** the principal

**R8** In this passage, the word fitness means

- A** exercising in different ways.
- B** drinking only water.
- C** going to the doctor.

**R9** In this passage, what did the coach say you should do **before** exercising?

- A** ride a bicycle
- B** stretch your body
- C** play football

**R10** At the end of this passage, how did Mark feel about his plan?

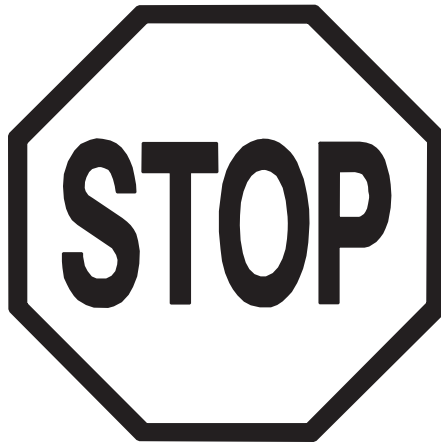
- A** excited
- B** worried
- C** tired

**R11** The author **probably** wrote this passage to

- A** tell readers about Mark's coach.
- B** make readers interested in football.
- C** show readers how to make an exercise plan.



**Do Not Continue.**



**Do not continue until instructed to do so.**

## **PART 3**

### **EXPRESSING IDEAS**

**DIRECTIONS:** Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

**R12 Released Prompt:** Imagine that you are going to a new school. What are three things you might want to know about the new school? Tell why you want to know these things.

### CHECKLIST

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



**Do Not Continue.**

## Scoring Rubric – Grades 3-8 and 11

|          | <b>Writing</b>   | <b>Drawing</b>   |
|----------|--|--|
| <b>4</b> | The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding. | The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding. |
| <b>3</b> | The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.                               | The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.  |
| <b>2</b> | The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.   | The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.   |
| <b>1</b> | The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.  | The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.   |

**Not ratable if:**

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond



**Do not continue until instructed to do so.**

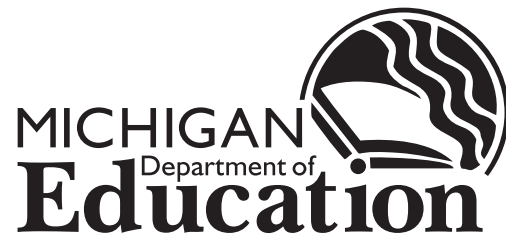


Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

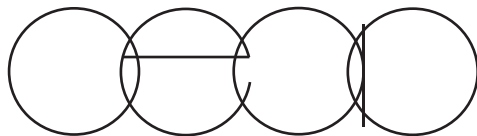
Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 8 assessment will measure Grade 7 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

| Released Item Number | EGLCE Code   | ASSESSMENT COMPONENT<br>or Abbreviated Extended GLCE Descriptor | Answer Key            |
|----------------------|--------------|---|-----------------------|
|                      |              | <b>ACCESSING PRINT</b>  |                       |
|                      |              | <b>PART 1 - WORD RECOGNITION</b>                                |                       |
| R1                   | R.WS.07.EG03 | Recognize frequently encountered words                          | C                     |
| R2                   | R.WS.07.EG03 | Recognize frequently encountered words                          | C                     |
| R3                   | R.WS.07.EG03 | Recognize frequently encountered words                          | B                     |
| R4                   | R.WS.07.EG03 | Recognize frequently encountered words                          | A                     |
|                      |              | <b>PART 2 - TEXT COMPREHENSION</b>                              |                       |
|                      |              | <b>Functional Passage</b>                                       |                       |
| R5                   | R.NT.07.EG03 | Identify story elements   | A                     |
| R6                   | R.CM.07.EG02 | Identify main ideas and details                                 | C                     |
| R7                   | R.CM.07.EG02 | Identify main ideas and details                                 | B                     |
| R8                   | R.WS.07.EG07 | Use context clues   | A                     |
| R9                   | R.CM.07.EG02 | Identify main ideas and details                                 | B                     |
| R10                  | R.NT.07.EG03 | Identify story elements   | A                     |
| R11                  | R.IT.07.EG03 | Identify author's purpose - informational                       | C                     |
|                      |              | <b>EXPRESSING IDEAS</b>   | Score Points Possible |
| R12                  | W.GN.07.EG02 | Write/draw informational piece                                  | 4                     |



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